


# Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Cache High

School \_\_\_\_\_ District Cache \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now
Bobbie Cleave- Cache High Logan	Whole School	Attendance Policy Changes	2004-5 School Year	150 students over the school year	Attempt to continue to raise school attendance to 93%	Student council and staff changed attendance policy to only 2 absences and a mandatory parent school visit to allow any more absences than two—otherwise credit dropped to ¼ for a class. Our attendance climbed to 92.4%—all time high	With the addition of daily wall chart showing previous day attendance and principal's breakfast club for perfect attendance we are showing that with the proper rewards and visual cues giving attendance school importance—we can improve!
Bobbie C.	Whole school	ISQ Assessment	2004-5	Whole school	Feedback in many areas for school	See next page	 ENTERED

The attendance policy was worked out over the year by the students and counselor through student council and staff meetings. The whole school got involved in getting the attendance up—daily graph showed daily progress. The ISQ; the counseling office was given exemplary ratings. Student and staff ratings were assessed and adjustments made to respond to the information from the whole school. Motivating these students and parent involvement were again areas that need more attention.

# Utah CGP- Closing the Gap Results report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

hool Cache High District Cache

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Bobbie Cleave Cache High Logan	Substance Abuse Group identified by Bear River Health, Courts, and self referral	Bear River Health Dept program : Project Success. Workbooks	January-March 2005	13 students	Perception data from the Safe School Survey and parent/student feedback on Needs survey—Drug abuse seen as a big problem. Project Success has pre and post survey to assess results through self report	90% reported benefits from program, reduction in use or better awareness of dangers. Attendance was not affected in a significant way.	There is no easy way to deal with this problem. Most kids report that they have to want to stop using and nothing can make that happen. We still feel that attempts to show students dangers of use and group discussions of how it impacts their lives are beneficial.
Bobbie Cleave	College bound students-ACT prep class	ACT prep books and website	Fall & Spring 04-05	15 students	ACT assessments	Demonstrated 80% competency-all students	Good improvement with practice

ENTERED

J. Cody Doherty

Principal's Signature

6/1/05

Date

\_\_\_\_\_  
Date of Staff Presentation

\_\_\_\_\_  
Prepared By

Adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers  
supporting conclusions and attach data,  
examples and documentation

**Utah CCGP—Guidance Activities Results Report (Large Group) ~~2005-2006~~ 2004-2005**  
 Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: Mountain Crest High School

District: Cache

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Kris Evans	To meet with 100% of her students	SEOP forms used throughout the school year- (schedule changes, graduation reviews, SEOP)	Sep 1, 2004 to Jun 1, 2005	10th - 125 11th - 127 12th - 138 Total - 390	No records kept previous to this year  End-of-year results 1004-2005 10th - 115 92% 11th - 120 95% 12th - 136 99% Total 371  95% of students "A - F" were seen in 2004-2005.	Assumption has been that the counseling was not serving 100% of their students in some fashion (academically, socially, emotionally).	Continue keeping data on student visit to counseling office, possibility of increasing to two visits per year of each student.

Principal's Signature \_\_\_\_\_

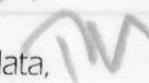
Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

\*\*Include actual numbers and attach data, examples and documentation.

01/09/06  


# Utah CCGP—Guidance Activities Action Plan (Large Group) 2005-2006\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006

School: \_\_\_\_\_ District: \_\_\_\_\_

Target Group: (whole school, entire class, grade level) \_\_\_\_\_

Target Group selection is based upon the following data/information/school improvement goals: \_\_\_\_\_

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

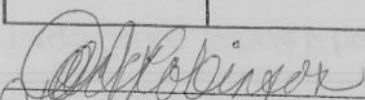


**Utah CCGP—Guidance Activities Results Report (Large Group) 2005-2006\***  
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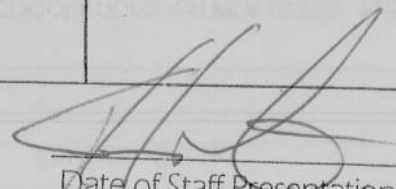
School: Mountain Crest High School

District: Cache

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Kris Hart Hayley (intern)	Mountain Crest studentbody	Provided through the Bear River Health Dept. and the Governing Youth Council	Oct 2005-May 2006	Campaigns are designed to reach all students at Mountain Crest.	We will increase the number of at-risk campaigns held at Mountain Crest.	2004-2005 school year- The GYC program completed nine campaigns provided by the Health Department.  2005-2006 school year- The GYC participated in 11 at-risk behavior campaigns with total school impact on each campaign.	Change can happen in policy, build on the 05-06 campaigns for 2006-07.

  
Principal's Signature

6/12/06  
Date

  
Date of Staff Presentation  
6/12/06

Kris Hart  
Prepared By

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# Utah CCGP—Guidance Activities Action Plan (Large Group) 2005-2006\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006

School: Mountain Crest High School

District: Cache

Target Group: (whole school, entire class, grade level) Whole school

Target Group selection is based upon the following data/information/school improvement goals: More campaigns, increase number of

students impacted, increase number of students involved from the 2004-05 school year

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Provide an educational programmatic approach to as many students as possible regarding at-risk behavior (smoking, seat-belt-use, drinking, harassment)	Standard VIII Response services. Provide services to all students and involve outside agencies	Provided by the Bear River Health Dept and GYC Program	Oct 2005-May 2006	1400	All campaigns are presented during both lunch hours and before school. Activities include: Ribbon Week Heart Attack Battle of the Belts 3-D Month	Surveys will be used for tobacco awareness and policy change and second-hand smoke. A pre and post test will be used for Battle of the Belts. Other campaign effectiveness will be measured on the number of participants in lunch activities.

  
Principal's Signature

6/12/06  
Date

6/12/06  
Date of Staff Presentation

F. S. A. S.  
Prepared By

\*Adapted from the ASCA National Model: A Framework for School Counseling Programs



**Utah CCGP-Closing the Gap Results Report (Small Group) 2005-2006\***  
 Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: Mountain Crest High School

District: Cache

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test competency attainment or student data**	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Kris Evans Dave Clark Kris Hart	Minority students	ACT Test practice materials, USU registration, BYU CD	Sep 2005 - May 2006	90 students	2% of scholarships in 2004-05 school year went to minority students. MC has 6.5% students that are minority population.	8.25% of scholarship money went to minority students. 6.5% of the MC studentbody are minority. 2005-06	Help students make connections, become familiar with a campus, provide transportation to the events and field trips, and they are more likely to be in the "right place at the right time."

*Carl Robinson*  
Principal's Signature

6/12/06  
Date

6/12/06  
Date of Staff Presentation

*Kris Hart*  
Prepared By

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# Utah CCGP--Closing the Gap Action Plan (Small Group) 2005-2006\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006.

School: Mountain Crest High School District: Cache

Target Group: Minority students

Target Group selection is based on the following data/information/school improvement goal: During the 2004-05 school year,

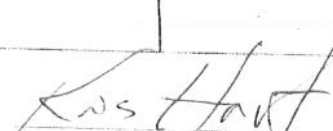
minority students (6.5% of our population) received 2% of the scholarships awarded.

Intended Student Behavior	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders...")	Start Date/ End Date	Projected # of Students Impacted
Increase scholarship dollars to minority students during the 2005-06 school year.	Standard 12 Meeting the Needs of Special Populations	<ol style="list-style-type: none"> <li>1. Increase connections with USU &amp; BATC personnel</li> <li>2. Increase familiarity with the USU and BATC campus</li> <li>3. Increase opportunities for more funding.</li> </ol>	USU Multi-cultural staff USU GEAR up USU recruitment USU mentors Bridgerland Public Relations	2004-05 Minority receiving scholarships 2% (6.5% MC population minority)  2005-06 Minority receiving scholarships 8.25% (6.6% MC population minority)	Sep 2005- May 2006	90 students

  
Principal's Signature

6/12/06  
Date

6/12/06  
Date of Staff Presentation

  
Prepared By

# Utah CCGP-Closing the Gap Results Report (Small Group) 2005-2006\* 2004-2005

Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: Mountain Crest High School

District: Cache

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test competency attainment or student data**	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Tonya Jewell	At-risk 10th grade girls	self-esteem self-empowerment drop out prevention social skills encourage service and sense-of-belonging to community	May 05 - May 06	28 (14 - 12th) (14 - 10th)	Counselor referral from feeder school -low social skills -low self esteem  12th -grades -role model -attendance	Indicators of success over the past three years have been "little sisters" decrease in drop out and requests to be a "big sister" during their senior year.	During the 05-06 school year, a pre/post self-esteem and "concepts learned" test will be administered.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

*01/04/06*  
*tw*

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## Utah CCGP—Closing the Gap Action Plan (Small Group) 2005-2006\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006

School: \_\_\_\_\_ District: \_\_\_\_\_

Target Group: \_\_\_\_\_

Target Group selection is based on the following data/information/school improvement goal: \_\_\_\_\_

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders...")	Start Date/ End Date	Projected # of Students Impacted

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_ Date of Staff Presentation \_\_\_\_\_ Prepared By \_\_\_\_\_

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# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Sky View High School

District Cache

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
3 counselors career center coordinator and college interns.	All Sophomores	E-Choices	10/04 1/05	510	Implement a 2 day workshop where sophomores are taught the skills required to effectively use the e-choices program for career and educational research.	Students are required to use choices to complete worksheets which will teach skills and show competency of using the e-choices program.	Workshop was a success. Students developed a portfolio where they can access at school or home.

Dee R. Ashcraft  
Principal's Signature

6/7/05  
Date

2/2/05  
Date of Staff Presentation

[Signature]  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation

**ENTERED**



## Choices Workshop Day #1

1. Log on your computer using your username and password.
2. Access the website WWW.Echoices.com
3. We will now pass out the choices access cards, please write your account name and password on them. (*for portfolio*)
4. Click on Choices planner.
5. Click on Create a Portfolio.
  - Portfolio name= first 3 letters of your first name, first 3 letters of your last name.
  - Password= 4-10 characters, something you will remember.
  - First name, last name, student number 0
  - Graduation year (2007)
  - Write in a secret question and answer in case you forget your password (what is your pets name etc.).
  - Enter your e-mail address.
  - Click create portfolio now.
6. Under the title Work, click on Interest profiler.
7. Click start answering questions
8. Read the question in the box, and click one of the following: Love, Like, Not Sure, Dislike, or No Way. Answer the questions honestly.
9. Once completed look over your interest profiler, does it sound like you?
10. Click on check out careers matching you interests.



11. Scroll through the careers that match your interests, click on any career to get an explanation of the occupation. The first page has careers that best match your interests
12. Choose one career that you are interested in, we will use this for the choices workshop, and consider it your chosen career, click that career.
13. On the left side of the screen click on "Money & Outlook", pay attention to the national salary along with the salary for the county in Utah that you could possibly live in. Also while on this page, take notice of the job openings available, and think whether or not this would be consistent in the area you intend to live.
14. Click on "What to Learn", take a look at the classes that you should be taking in high school, and then click on the different programs beyond high school.
15. After you click on a program, it will ask you to narrow a search and find a school offering this type of educational program, you can search within the state, or out of state, for universities, 2 year schools, and even technical programs.
16. Take a look at the information provided about the possible schools that meet your program of interest, and write down the web address for the school so you can get further information.
17. Take the rest of the period to navigate through the choices website, and fill out your activity for day #1.

## Choices Workshop Activity Day #1

1. What were your top two interest areas according to the interest profiler? Do they seem correct for you?
2. Prior to beginning the choices program name two possible career's that you have had interest in pursuing? Did either of these show up on the first page of career's that match your interests?
3. What is the title of the career you have chosen to pursue on the choices program?
4. What is the national salary for your occupation? What is the salary for the county in Utah which you would like to live in? Is this close to what you thought it would be?
5. What is the job outlook like? Will there be many openings nationally? Do you think this number will be constant throughout Utah? Why, or why not?
6. What educational program did you select from the recommended group for the career?
7. Name a few schools that this program is offered at? Were you interested in any of these schools prior to this workshop?
8. What can you do to get more information about this school, and the program you want to get in?

## Choices Workshop Day #2

1. Log onto the computer using your username and password.
2. Access the website [WWW.Echoices.com](http://WWW.Echoices.com)
3. Using your choices card, type in the site ID and password and click GO.
4. Click Go on choices planner.
5. Sign in to your portfolio using your account name and password setup yesterday.
6. Under the title Work, click on the work values sorter, and click start ranking your values.
7. Start placing each idea into its spot in order of importance to you.
8. Once completed, click continue to work values profile. (Question #1)
9. Click Home in the top center of the echoices screen.
10. Next click on the basic skills survey, and then click start the survey. This survey will ask you to rate your ability for certain skills, answer each question honestly as it will help you determine your skill levels. When you have reached the highest level of skill for the certain topic click continue to the next skill. (Question #2)
11. After completion of the basic skills survey, click home on the top center of the echoices screen.
12. Click on interest profiler, then click see your results, and finally click check out careers matching your interests. Find the career you chose from yesterday and click on it.
13. In the left hand column click on "is this for you" Take a look at the work values that are listed for this career and compare them to your work values, do they seem to match up alright? (Question #3)

14. After comparing your work values, click on “skills you need”, take note of the skills required for the job and compare them to your skills level. (Question #4)
15. Take the remainder of the period to navigate more info on the choices program, and fill out your activity for day #2.

## Choices Workshop Activity Day #2

1. List your two highest scoring Work Values. Does it sound like you?
2. What two skills did you determine you ranked the highest?
3. Does your chosen career list your highest scoring work values as high priorities?
4. What are the most important skills for your chosen career?
5. After navigating the choices website, what do you think? Write a one-two page essay describing your experience, include the following: Your interest inventory, basic skills, and work values scores. Write about your chosen career; its pay, job outlook, and education required. Finally; give personal feedback: was this the career you thought it would be? Is it better than expected or worse based on required education, pay, and job outlook? Can you really see yourself managing this career until retirement? Do you think this career would fit in well with your personal plans (family, travel, time commitment, place of residence) How do you plan to utilize the next few years to help you reach this career goal?

# Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005\*

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School Sky View High School

District Cache

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
3-Counselors 3-Administrators 1-Teacher	At risk students. Classified at risk by a GPA of less than 2.0, poor attendance, and Counselor, Administrative referral.	-Classroom Presentations to all 10 <sup>th</sup> Graders -Individual bi-weekly visits (minimum) -Parent Contacts	8/1/04 - 6/3/05	48	<u>9<sup>th</sup> Grade data</u> -Attendance = 86% -Classes Passed = 68%	<u>10<sup>th</sup> Grade data</u> -Attendance = 84% -Classes Passed = 78%	- Program appears to be helping students to pass more classes. - Adjustments will be made to improve attendance of target students - Continue program for '05-'06 school year.

Debra Ashcraft

6/7/05

5/18/05

Burdett Bagley

Principal's Signature

Date

Date of Staff Presentation

Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation



Name		1st Tri Attendance					
		NC Attend	NC Poss	%	SV Attend	SV Poss	%
	DF	0	0	0%	209	300	70%
	BB	853	950	90%	260	300	87%
	DF	1039	1068	97%	297	300	99%
	LR	846	950	89%	249	300	83%
	LR	890	960	93%	238	240	99%
	DF	0	0	0%	254	300	85%
	DF	987	1068	92%	266	300	89%
	BB	827	950	87%	264	300	88%
	BB	875	1068	82%	217	240	90%
	BB	769	950	81%	218	240	91%
	BB	813	951	85%	230	240	96%
	BB	776	990	78%	257	300	86%
	DF	861	999	86%	296	300	99%
	BB	788	892	88%	227	240	95%
	TO	906	1008	90%	228	240	95%
	TO	841	948	89%	259	300	86%
	TO	871	1007	86%	227	240	95%
	TO	708	948	75%	230	300	77%
	TO	619	950	65%	211	240	88%
	CL	868	1068	81%	219	300	73%
	DA	964	1066	90%	221	300	74%
	CL	893	948	94%	289	300	96%
	DA	880	950	93%	239	240	100%
	CL	869	950	91%	290	300	97%
	CL	829	948	87%	206	240	86%
	CL	1047	1068	98%	299	300	100%
	CL	764	950	80%	217	240	90%
	DF	879	950	93%	265	300	88%
	TO	738	950	78%	147	249	59%
	TO	887	950	93%	285	300	95%
	CL	908	950	96%	219	240	91%
	DF	740	890	83%	241	300	80%
	DF	838	1068	78%	270	300	90%
	LR	835	950	88%	275	300	92%
	LR	765	948	81%	135	240	56%
	DF	803	1010	80%	254	300	85%
	DF	981	1068	92%	287	300	96%
	DF	953	1068	89%	247	300	82%
	JH	720	948	76%	218	240	91%
	JH	864	1068	81%	223	300	74%
	CL	983	1068	92%	260	300	87%
	JH	925	1068	87%	234	300	78%
	LR	850	1008	84%	236	300	79%
	JH	911	1050	87%	239	300	80%
	JH	776	948	82%	267	300	89%
	LR	814	890	91%	269	300	90%
	DA	1022	1068	96%	276	300	92%
	LR	723	948	76%	199	240	83%
Total		39298	45471	86%	11663	13449	87%
SV Yearly Total		32363	38643	84%			

Name		NC Attend	NC Poss	%	2nd Tri Attendance		
					SV Attend	SV Poss	%
	DF	0	0	0%	156	295	53%
	BB	853	950	90%	235	295	80%
	DF	1039	1068	97%	281	285	99%
	LR	846	950	89%	270	295	92%
	LR	890	960	93%	216	236	92%
	DF			0%	229	295	78%
	DF	987	1068	92%	258	295	87%
	BB	827	950	87%	266	295	90%
	BB	875	1068	82%	258	295	87%
	BB	769	950	81%	204	295	69%
	BB	813	951	85%	278	295	94%
	BB	776	990	78%	99	236	42%
	DF	861	999	86%	263	295	89%
	BB	788	892	88%	253	295	86%
	TO	906	1008	90%	270	295	92%
	TO	841	948	89%	194	236	82%
	TO	871	1007	86%	255	295	86%
	TO	708	948	75%	165	295	56%
	TO	619	950	65%	243	295	82%
	CL	868	1068	81%	217	295	74%
	DA	964	1066	90%	214	295	73%
	CL	893	948	94%	199	236	84%
	DA	880	950	93%	221	240	92%
	CL	869	950	91%	215	236	91%
	CL	829	948	87%	255	295	86%
	CL	1047	1068	98%	288	295	98%
	CL	764	950	80%	182	236	77%
	DF	879	950	93%	246	295	83%
	TO	738	950	78%	0	0	0%
	TO	887	950	93%	214	236	91%
	CL	908	950	96%	226	236	96%
	DF	740	890	83%	168	236	71%
	DF	838	1068	78%	203	295	69%
	LR	835	950	88%	255	291	88%
	LR	765	948	81%	177	236	75%
	DF	803	1010	80%	241	295	82%
	DF	981	1068	92%	249	295	84%
	DF	953	1068	89%	263	295	89%
	JH	720	948	76%	238	295	81%
	JH	864	1068	81%	0	0	0%
	CL	983	1068	92%	256	295	87%
	JH	925	1068	87%	0	0	0%
	LR	850	1008	84%	203	293	69%
	JH	911	1050	87%	258	295	87%
	JH	776	948	82%	227	295	77%
	LR	814	890	91%	190	236	81%
	DA	1022	1068	96%	273	295	93%
	LR	723	948	76%	204	236	86%
Total		39298	45471	86%	10275	12496	82%

Name		3rd Tri Attendance					
		NC Attend	NC Poss	%	SV Attend	SV Poss	%
	DF	0	0	0%	170	300	57%
	BB	853	950	90%	198	240	83%
	DF	1039	1068	97%	291	300	97%
	LR	846	950	89%	267	300	89%
	LR	890	960	93%	278	300	93%
	DF	0	0	0%	267	300	89%
	DF	987	1068	92%	239	300	80%
	BB	827	950	87%	257	300	86%
	BB	875	1068	82%	209	269	78%
	BB	769	950	81%	216	240	90%
	BB	813	951	85%	225	240	94%
	BB	776	990	78%	193	300	64%
	DF	861	999	86%	274	300	91%
	BB	788	892	88%	208	240	87%
	TO	906	1008	90%	286	300	95%
	TO	841	948	89%	274	300	91%
	TO	871	1007	86%	169	240	70%
	TO	708	948	75%	181	300	60%
	TO	619	950	65%	198	240	83%
	CL	868	1068	81%	240	300	80%
	DA	964	1066	90%	259	300	86%
	CL	893	948	94%	201	266	76%
	DA	880	950	93%	284	300	95%
	CL	869	950	91%	210	240	88%
	CL	829	948	87%	201	240	84%
	CL	1047	1068	98%	278	300	93%
	CL	764	950	80%	257	300	86%
	DF	879	950	93%	263	300	88%
	TO	738	950	78%	0	0	0%
	TO	887	950	93%	226	240	94%
	CL	908	950	96%	268	300	89%
	DF	740	890	83%	177	240	74%
	DF	838	1068	78%	222	300	74%
	LR	835	950	88%	251	300	84%
	LR	765	948	81%	217	300	72%
	DF	803	1010	80%	116	283	41%
	DF	981	1068	92%	241	300	80%
	DF	953	1068	89%	275	300	92%
	JH	720	948	76%	201	240	84%
	JH	864	1068	81%	0	0	0%
	CL	983	1068	92%	231	300	77%
	JH	925	1068	87%	0	0	0%
	LR	850	1008	84%	159	300	53%
	JH	911	1050	87%	279	300	93%
	JH	776	948	82%	252	300	84%
	LR	814	890	91%	182	240	76%
	DA	1022	1068	96%	276	300	92%
	LR	723	948	76%	259	300	86%
Total		39298	45471	86%	10425	12698	82%

Name					1st Tri Grades		
		NC Passed	Possible	%	SV Passsed	Possible	%
	DF	13	15	87%	4	5	80%
	BB	8	16	50%	3	5	60%
	DF	15	18	83%	5	5	100%
	LR	14	16	88%	5	5	100%
	LR	14	16	88%	4	5	80%
	DF	11	18	61%	5	6	83%
	DF	9	18	50%	5	5	100%
	BB	7	16	44%	6	6	100%
	BB	13	18	72%	4	5	80%
	BB	6	16	38%	4	4	100%
	BB	10	16	63%	3	4	75%
	BB	12	17	71%	4	5	80%
	DF	11	18	61%	5	5	100%
	BB	11	16	69%	3	4	75%
	TO	7	17	41%	4	4	100%
	TO	11	16	69%	3	5	60%
	TO	8	17	47%	4	4	100%
	TO	12	16	75%	4	5	80%
	TO	5	16	31%	3	4	75%
	CL	18	18	100%	4	5	80%
	DA	18	18	100%	3	5	60%
	CL	14	16	88%	4	5	80%
	DA	13	16	81%	4	4	100%
	CL	14	17	82%	5	5	100%
	CL	15	16	94%	3	4	75%
	CL	17	18	94%	4	5	80%
	CL	16	16	100%	5	5	100%
	DF	15	16	94%	5	5	100%
	TO	5	16	31%	1	5	20%
	TO	10	16	63%	4	5	80%
	CL	16	16	100%	3	4	75%
	DF	10	16	63%	3	5	60%
	DF	10	18	56%	5	5	100%
	LR	15	16	94%	5	5	100%
	LR	14	16	88%	1	4	25%
	DF	3	18	17%	2	5	40%
	DF	16	18	89%	5	5	100%
	DF	12	18	67%	5	5	100%
	JH	7	16	44%	3	4	75%
	JH	7	18	39%	3	6	50%
	CL	13	18	72%	4	5	80%
	JH	3	18	17%	1	5	20%
	LR	17	17	100%	3	5	60%
	JH	11	18	61%	2	5	40%
	JH	6	16	38%	3	5	60%
	LR	12	16	75%	3	5	60%
	DA	9	18	50%	3	5	60%
	LR	15	16	94%	4	4	100%
Total		548	806	68%	178	231	77%
SV Yearly Total		517	665	78%			

Name					2nd Tri Grades		
		NC Passed	Possible	%	SV Passsed	Possible	%
	DF	13	15	87%	2	5	40%
	BB	8	16	50%	1	5	20%
	DF	15	18	83%	4	5	80%
	LR	14	16	88%	3	5	60%
	LR	14	16	88%	4	4	100%
	DF	11	18	61%	4	5	80%
	DF	9	18	50%	5	5	100%
	BB	7	16	44%	5	5	100%
	BB	13	18	72%	3	5	60%
	BB	6	16	38%	5	5	100%
	BB	10	16	63%	5	5	100%
	BB	12	17	71%	1	5	20%
	DF	11	18	61%	5	5	100%
	BB	11	16	69%	5	5	100%
	TO	7	17	41%	5	5	100%
	TO	11	16	69%	2	4	50%
	TO	8	17	47%	3	5	60%
	TO	12	16	75%	4	5	80%
	TO	5	16	31%	3	5	60%
	CL	18	18	100%	5	5	100%
	DA	18	18	100%	2	5	40%
	CL	14	16	88%	2	4	50%
	DA	13	16	81%	4	4	100%
	CL	14	17	82%	4	4	100%
	CL	15	16	94%	5	5	100%
	CL	17	18	94%	5	5	100%
	CL	16	16	100%	3	4	75%
	DF	15	16	94%	5	5	100%
	TO	5	16	31%	0	0	0%
	TO	10	16	63%	0	4	0%
	CL	16	16	100%	4	4	100%
	DF	10	16	63%	2	4	50%
	DF	10	18	56%	2	5	40%
	LR	15	16	94%	5	7	71%
	LR	14	16	88%	4	5	80%
	DF	3	18	17%	5	5	100%
	DF	16	18	89%	5	5	100%
	DF	12	18	67%	5	5	100%
	JH	7	16	44%	3	5	60%
	JH	7	18	39%	0	0	0%
	CL	13	18	72%	4	5	80%
	JH	3	18	17%	0	5	0%
	LR	17	17	100%	4	5	80%
	JH	11	18	61%	3	5	60%
	JH	6	16	38%	3	5	60%
	LR	12	16	75%	3	4	75%
	DA	9	18	50%	3	5	60%
	LR	15	16	94%	4	4	100%
Total		548	806	68%	163	221	74%



Name					3rd Tri Grades		
		NC Passed	Possible	%	SV Passsed	Possible	%
	DF	13	15	87%	4	5	80%
	BB	8	16	50%	3	4	75%
	DF	15	18	83%	5	5	100%
	LR	14	16	88%	5	5	100%
	LR	14	16	88%	5	5	100%
	DF	11	18	61%	5	5	100%
	DF	9	18	50%	1	5	20%
	BB	7	16	44%	5	5	100%
	BB	13	18	72%	3	5	60%
	BB	6	16	38%	4	4	100%
	BB	10	16	63%	4	4	100%
	BB	12	17	71%	5	5	100%
	DF	11	18	61%	5	5	100%
	BB	11	16	69%	4	4	100%
	TO	7	17	41%	5	5	100%
	TO	11	16	69%	4	5	80%
	TO	8	17	47%	2	4	50%
	TO	12	16	75%	3	5	60%
	TO	5	16	31%	4	4	100%
	CL	18	18	100%	5	5	100%
	DA	18	18	100%	5	5	100%
	CL	14	16	88%	3	5	60%
	DA	13	16	81%	5	5	100%
	CL	14	17	82%	4	4	100%
	CL	15	16	94%	3	4	75%
	CL	17	18	94%	5	5	100%
	CL	16	16	100%	5	5	100%
	DF	15	16	94%	5	5	100%
	TO	5	16	31%	0	0	0%
	TO	10	16	63%	4	4	100%
	CL	16	16	100%	5	5	100%
	DF	10	16	63%	2	4	50%
	DF	10	18	56%	4	5	80%
	LR	15	16	94%	5	5	100%
	LR	14	16	88%	3	5	60%
	DF	3	18	17%	1	5	20%
	DF	16	18	89%	5	5	100%
	DF	12	18	67%	5	5	100%
	JH	7	16	44%	2	4	50%
	JH	7	18	39%	0	0	0%
	CL	13	18	72%	3	5	60%
	JH	3	18	17%	0	0	0%
	LR	17	17	100%	0	5	0%
	JH	11	18	61%	5	5	100%
	JH	6	16	38%	4	5	80%
	LR	12	16	75%	4	4	100%
	DA	9	18	50%	3	5	60%
	LR	15	16	94%	5	5	100%
Total		548	806	68%	176	213	83%